West Virginia Guidebook

For the Use of American Recovery and Reinvestment Act

ARRA Funds

West Virginia
Department of Education

April 2009

GLOBAL21
Students deserve it • The world demands it

West Virginia Department of Education will revise and post additional information as received from USED.

Foreword

There is no more important investment in America than the one we, as a nation, make in education. The American Recovery and Reinvestment Act (ARRA), a sweeping economic recovery package, provides the largest one-time federal education investment in our nation's history. More than $100 billion is being provided to states to help save and create teaching jobs, to preserve needed learning programs and to increase college access. At the same time, the ARRA lays a foundation to reform America's schools, to invest in proven solutions that help our students succeed, and to cultivate a new culture of accountability for teaching and learning while assisting public education in funding these initiatives. As educators, we must advance these fundamental reforms to transform our schools so that every child can receive a 21st century education and be competitive in the global workplace. As the state superintendent, I will collaborate with the Governor, West Virginia Board of Education (WVBE), and the Legislature, teacher organizations, administrators, teachers, students and the broader educational community to identify the best strategies to implement ARRA over the next two years.

Under the ARRA, the United States Education Department (USED) is quickly providing states with a large infusion of one-time funds to be spent over the next two years on initiatives ranging from early childhood to college, including programs for children with disabilities, low-income students and adults working to upgrade their skills for the 21st century. The ARRA package provides financial allocations across many categories: Title I, IDEA, Title II, PART D (ESEA), State Fiscal Stabilization Fund (SFSF) and competitive grants.

The West Virginia Department of Education understands that the state's local education agencies (LEAs) face varied educational and financial challenges as they strive to provide a thorough and efficient education for all students. As the state educational agency (SEA), the West Virginia Department of Education's (WVDE) role is to be a partner and a resource to county school systems as they transform education and balance budgets in these challenging times. This *West Virginia Guidebook: The Use of American Recovery and Reinvestment Act (ARRA) Funds* (available at http://wvde.state.wv.us/tt/2009/wvguidebook.pdf) will provide systems with the most current guidance and federal direction for the ARRA funds.

As more federal guidance becomes available, the WVDE will update *The West Virginia Guidebook* and keep school systems aware of the modifications. In addition, I will be communicating and collaborating with county superintendents to assure that West Virginia students benefit from this significant investment. I feel confident if we target these resources appropriately that together we can build a world-class system that prepares our students for powerful life options in the 21st century.

Sincerely,

Steven L. Paine
State Superintendent of Schools

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Overview

The overarching goals of the American Recovery and Reinvestment Act (ARRA) of 2009 are to immediately stimulate the economy in the short term and to invest in education and other essential public services that will ensure the long-term economic health of our nation. This multi-purposed act includes six foundational premises:

- Spending of funds quickly and saving jobs;
- Advancing education reform and long-lasting results, particularly in the areas of rigorous college- and career-ready standards and aligned assessments;
- Creating pre-K to college and career data systems consistent with the America COMPETES Act;
- Improving teacher effectiveness;
- Providing equitable distribution of effective teachers/effective supports; and
- Assuring interventions for the lowest-performing schools.

The United States Education Department (USED) offers guiding principles to be considered as Local Education Agencies (LEAs) plan to expend the ARRA monies. These four guiding principles direct that funds be spent thoughtfully, yet swiftly, by LEAs to: 1) restore and create jobs; 2) increase transparency to taxpayers for use of funds through federal and state accountability metrics; 3) make transformation investments in schools and classrooms in the next two years; and 4) transform classroom instruction and school performance so ALL students can achieve international benchmarked standards.

The ARRA includes three primary funding sources for public education: 1) formula grants to include Title I, Part A allocations; Individuals with Disabilities Education Act (IDEA) allocations; and Title II, D, Elementary and Secondary Education Act of 1965 (ESEA); 2) State Fiscal Stabilization Funds (SFSF); and 3) competitive grants.

- The formula grants will be awarded in phases as per the Title I, IDEA or Title II, D direction set forth in the implementation timeline in Chart A (see page 3).
- The SFSF funds will be awarded to states based on a two-phased application submitted by their governors.
- Competitive grants will flow as per the implementation timeline in Chart A (see page 3).

LEAs must apply directly to the governor for SFSF funds. However, ARRA, Title I, Part A and ARRA, IDEA funds will be awarded as formula grants. Title II, D (ESEA) will be dispensed by formula grants and competitive grants to LEAs. The competitive grants will be posted and awarded in accordance with the respective competitive award requirements.

The West Virginia Department of Education (WVDE) will collaborate with local school district staff to address the procedures by which LEAs can receive their Phase I of the ARRA, Title I, Part A and IDEA funds. It is understood that the strategic plan ARRA updates/budgets for the LEAs and schools will be submitted to the SEA prior to June 30, 2009. The application submission deadline for the regular Title I, Part A fiscal allocations is July, 1, 2009 and for IDEA is June 15, 2009. LEAs and schools will be accountable for submitting their core strategic plan by the September/October deadlines.

The current guidance is based on the March 6, 2009, initial guidance issued by USED. It is important to note that further guidance will be forthcoming from the USED regarding procedures to receive ARRA funds. The WVDE will provide additional guidance to LEAs as it is received from USED. Please see Appendix D for contact information and protocols.

The *West Virginia Guidebook* includes an overview, five sections and Appendices A, B, C and D.

Overview section outlines the intent of the ARRA and provides the most current guide to date.

Section I addresses the recommended use of funds to drive the West Virginia initiatives that have been discussed and agreed upon with the State Board of Education (WVBE), the Legislature, superintendents and other educators.

Section II outlines the allowable use of funds under the three formula grants respectively: ARRA, Title I, Part A; ARRA, IDEA, and Title II, D (ESEA). LEAs must use the funds under the formula grants according to the provisions set forth in ESEA or IDEA. The provision for using these funds to supplement, not supplant, funds from nonfederal sources applies to use of funds under the ARRA, Title I, Part A and IDEA formula grants.

Section III provides information concerning the State Fiscal Stabilization Funds (SFSF). School divisions may use the funds under the SFSF for the modernization, renovation or repair of public school facilities, or any of the activities authorized under ESEA, IDEA, the Carl D. Perkins Career and Technical Education Act of 2006, or the Adult Education and Family Literacy Act. The supplement, not supplant, provision does not apply to use of the SFSF funds when these funds are *braided* with the ARRA, Title I, Part A and IDEA funds.

Section IV defines the available federal competitive grant opportunities and current information on release of the grants, the amounts and the parties that may apply for the grants.

Section V provides the proposed federal performance indicators to meet the evaluation and transparency requirements. LEAs should begin their planning with the understanding they will be able to capture the data required by the USED accountability metric, which is currently posted in the *Federal Register* for public comment. Additionally, the Office of Management and Budget (OMB) has stringent reporting which will require detailed information of the LEA's use of funds to be publicly available on http://www.recovery.com.

Appendix A: Preliminary County-by-County ARRA and Fiscal Year Allocations

Appendix B: Suggested Guidelines for Strategic Planning for Use of ARRA Funds

Appendix C: *Framework for Literacy PreK-12* Found on TEACH 21 Web Site

Appendix D: Contact Information and Protocols for Questions

The State of West Virginia, WVDE and county school systems (LEAs) share a tremendous responsibility in spending ARRA funds in support of the two primary purposes, principles and assurances outlined by the USED. It is essential that funds be spent quickly to stimulate the economy; however, it is important to consider that never before in the history of public education has there been such an infusion of funds into public education with the expressed purpose of transforming schools and classrooms so that our students obtain the prerequisite skills to compete globally in the 21st century. On page 4, WVDE has made recommendations for developing the infrastructure that is consistent with the indicators for which LEAs will be held accountable by

state and federal metrics.

The WVDE stands ready to support LEAs by 1) streamlining the process for distribution of funds, 2) responding to requests for information and technical assistance, and 3) providing approval as necessary of the expenditure of funds. WVDE will update LEAs with further USED guidance.

Chart A: Timeline Document

American Recovery and Reinvestment Act (ARRA) Implementation Timeline*

Formula Grants: ESEA Title I, Part A and IDEA, Part B will be available in two phases. Funds from these programs are to be delivered by formula from the US Department of Education to the State. Additionally, the State Fiscal Stabilization Fund (SFSF) and competitive grant information is provided in the chart below.

By the end of March 2009

- Applications for the initial 67% of the SFSF will be available.[γ]
- 50% of the $10B Title I, Part A recovery funds will be available.
- 50% of the $11.3B IDEA Part B Grants to States and 50% of the $400M Preschool Grants will be available.
- At least 50% of the $500M IDEA Part C funds will be available.
- Program funding under $500M to be available:
  - Impact Aid Construction (40% of the $100M will be distributed by formula and the rest will be distributed through competitive grants at a later date);
  - Independent Living Services ($52.5M of the $140M will be distributed by formula; the remaining will be distributed by competitive grants at a later date);
  - Education for Homeless Youth ($70M).
- 50% of the $540M Vocational Rehabilitation State Grants funds will be available at a later date.

July 1, 2009 to October 1, 2009

- The remaining 33% of the SFSF will be available.
- The remaining 50% of Title 1, Part A recovery funds will be available.
- The remaining 50% of the IDEA, Part B and Preschool Grant funds will be available.
- Pell Grants of $17.1B and Work Study of $200M for school year 2009-2010 will be available.

Fall 2009

- State Incentive Grants ($4.35B) and Local Innovation Grants ($650M) will be competitively awarded in two rounds – **Fall 2009** and **Spring 2010.**
- Statewide Data System funding ($250M) will be competitively awarded.
- Title I School Improvement Grants ($3B) will be available.
- Teacher Incentive Fund ($200M) and Teacher Quality Enhancement ($100M) funding will be competitively awarded.
- Education Technology State Grants ($650M) will be available.

*Tentative distribution dates under the Department's initial funding guidelines of March 6, 2009.

[Ψ] SFSF ($48.6B) will be delivered to Governors ($39.8B devoted to public Pre-K to 12 and higher education; $8.8B allocated at the discretion of the Governor for government services).

[γ] SFSF funds will be released to by the US Department of Education within two weeks after completed applications are received.

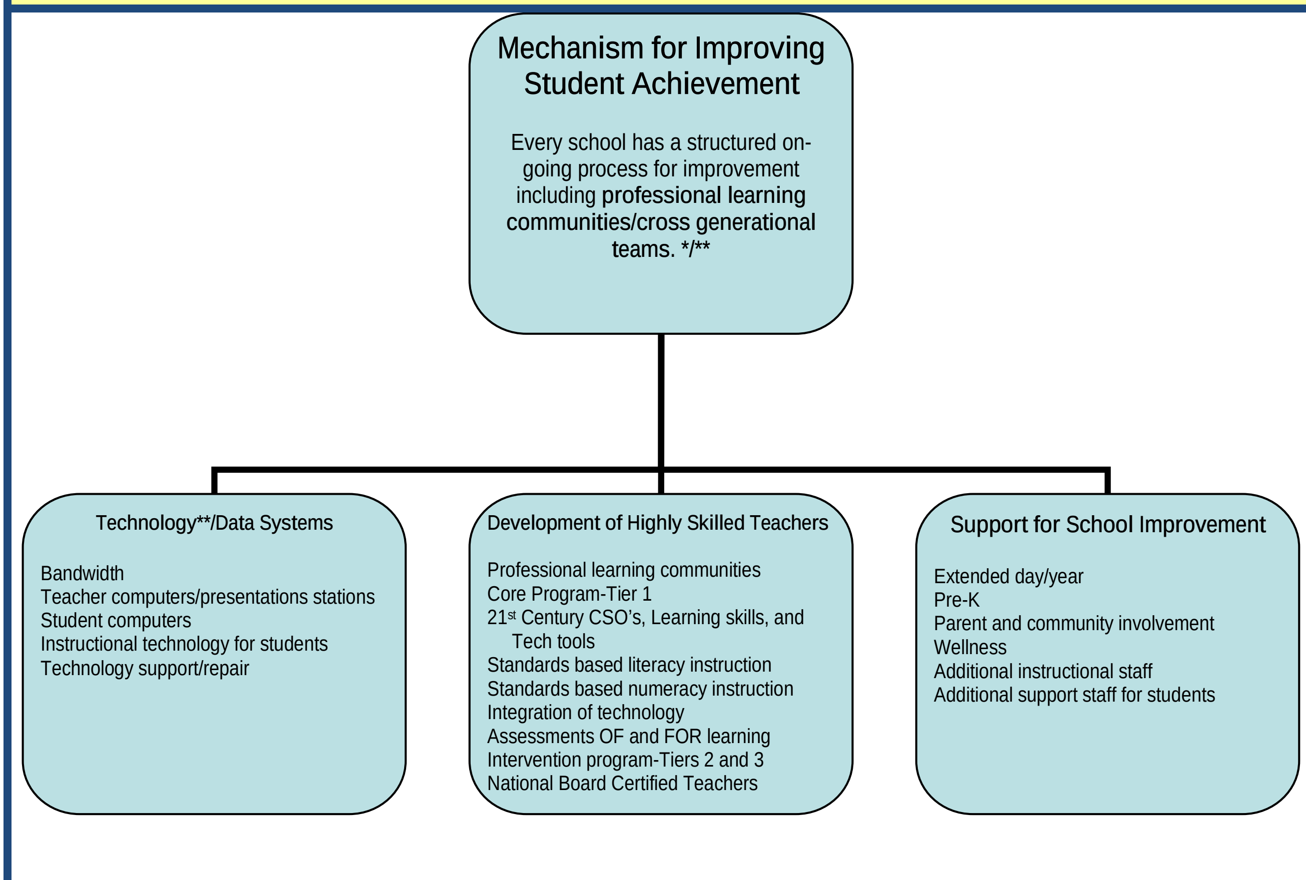
Section I: Actions, Reporting and Expenditures

Because the primary purposes of ARRA funds are to stabilize the economy and to transform public education, districts are asked to consider the following questions when they plan and strategically invest non-recurring federal funds:

1. How will the funds be used to transform education in the district and develop an infrastructure for Global 21 learning?
2. How will the district measure the impact and ensure transparency of the investment of the funds?
3. Are the planned activities/expenditures for the ARRA funds aligned with the prioritized district initiatives as specified in the county strategic plan?
4. Is the investment of the ARRA funds aligned with the timeline of available funds?
5. Have the funds been invested strategically to avoid a “funding cliff” at the end of the obligation date?

Chart B: Recommendations for Expenditure of ARRA Funds: Creating an Infrastructure for Planning and Budgeting Funds for Global 21 Learning

Common Goal: Assure rigorous curriculum standards are mastered at high levels by all students, so they are prepared for powerful life options in the 21st century. (WVDE will determine performance indicators)



* Assures transformational reform driven from the classroom/school level

** Assures adequate infrastructure for delivering Global 21 Learning

Planning and Reporting

As required by Section 1512 of the ARRA and this guidance document, each recipient is required to report (to the federal agency providing the award) the following information within 10 days following the end of each calendar quarter, starting on July 10, 2009. These reports will include the following data elements, as prescribed by the Recovery Act:

(1) The total amount of ARRA funds received from that agency;
(2) The amount of ARRA funds received that were obligated and expended to projects or activities; this reporting will also include unobligated allotment balances to facilitate reconciliations;
(3) A detailed list of all projects or activities for which recovery funds were obligated and expended, including

- (A) The name of the project or activity;
- (B) A description of the project or activity;
- (C) An evaluation of the completion status of the project or activity;
- (D) An estimate of the number of jobs created and the number of jobs retained by the project or activity; and
- (E) For infrastructure investments made by state and local governments, the purpose, total cost, and rationale of the agency for funding the infrastructure investment with funds made available under ARRA, and the name of the person to contact at the agency if there are concerns with the infrastructure investment; and

(4) Detailed information on any subcontracts or sub grants awarded by the recipient to include the data elements required to comply with the Federal Funding Accountability and Transparency Act of 2006 (P.L. 109-282), allowing aggregate reporting on awards below $25,000, or to individuals, as prescribed by the Director of OMB.

The final guidance issued by OMB for ARRA will lay out in more detail specific reporting instructions and how the data collection for this reporting will work government-wide. OMB is actively pursuing options for collecting some of this information centrally, focusing first on the data required in item number (4) above in the standard formats currently used by federal agencies to report to http://www.usaspending.gov/. OMB is also actively considering how to centralize the collection and reporting of the information required in item number (3), though the current preference is that, to the extent possible, this data should be collected and reported through existing program-level systems. Agencies should develop initial contingency plans for collecting and reporting this information directly on the agency recovery Web site within the 30 days specified by law. Federal agencies must instruct recipients covered by these reporting requirements that ARRA funds can be used in conjunction with other funding to complete projects, **but tracking and reporting must be separate in order to meet the reporting requirements of ARRA.**

Section II: Formula Grants, ARRA Funds for Title I, Part A, IDEA and Title II, Part D (ESEA)

Chart C: ARRA Funds for Title I, Part A (ESEA)

ESEA Program	**Title I, Part A, Improving the Achievement of the Disadvantaged Use of Funds**		
Purpose of Program	Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.		
Item(s)	**Allowable Expenses As Specified by Requirements According to Program Type***		**Non-allowable Expenses**
	School wide**	**Targeted Assistance *****	
Title I Program Administrators (curriculum/school improvement specialists) **Must be additional above the FTE for non Title I schools**	X		
Teachers for Title I reading and/or mathematics	X	X **(only for identified Title I students)**	
Literacy/numeracy coach	X		
Tutors (extended day/year programs)	X	X **(only for identified Title I students)**	
Interventionists for reading and mathematics	X	X **(only for identified Title I students)**	
Counselors **Must be additional above the FTE for non Title I schools**	X		
Professional Development	X	X **(only for teachers of identified Title I students)**	
Program Evaluation	X	X **(only for programs/activities serving identified Title I students)**	
Materials and Supplies	X	X **(only for teachers of identified Title I students)**	
Parental Involvement Activities	X	X **(only for identified Title I students)**	
Pre k start up funds	X		
Equipment for classrooms	X	X **(only for identified Title I students)**	
Technology equipment	X	X **(only for identified Title I students)**	
Technology software	X	X **(only for identified Title I students)**	
Services to Private Schools ****		X **(only for identified Title I students)**	
Indirect Costs			X (LEA level only)

*Funds may be used only in Title I schools and to support the purposes of the Title I, Part A program.

**School wide funds may be used to upgrade the entire education program of a school that serves an eligible

attendance area in which not less than 40 percent of the children are from low-income families or not less than 40 percent of the children enrolled in the school are from such families.
***Targeted assistance funds are used to serve children at greatest risk of failing to meet the state's academic achievement standards.
****Services for eligible private school children, teachers, and families according to the requirements must be provided for divisions that are **not** bypassed for Title I, Part A services.

Serving Private Schools under Title I (Section 1120)

- LEAs shall provide, on an equitable basis, educational services, or other benefits, to children enrolled in private elementary schools and secondary schools under this part that address their needs, and shall ensure that teachers and families of these children participate, on an equitable basis, in services and activities;
- Educational services and benefits for these private school children must be equitable to the services/benefits provided for public school children; and
- Expenditures for these educational services/benefits shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools.

Recommendations

- During the meeting for consultation of services and design of the service delivery plan, make it clear to the private school administrator and parents that this is one-time money, and the increases in services are temporary.
- Clarify, **in writing**, what part of the per-student increase in funding is a result of the stimulus funds, as **these funds will have to be tracked. A revised *Affirmation of Consultation with Private School Officials* has been developed and will be distributed to LEA Title I directors.**
- Develop a clear Memorandum of Understanding (MOU) with the private schools clarifying that funding will decline by the amount of the Title I stimulus funds when the stimulus funds have expired. Sample wording, provided below, has been added to the revised *Affirmation of Consultation with Private School Officials*.

> ***It is understood the proportional share will increase by $[insert amount] for the coming 2009-2010 school year based on the district's Title I, ARRA Allocation. Furthermore, it is understood public schools will not able to sustain the increased level of services if the ARRA funds are one-time funding and that funding will decline when the ARRA funds have expired.***

Adding Additional Title I Schools Utilizing the Title I, Part A, FY Allocation and the ARRA Funds (if applicable)

Expectations

- The LEA must allocate **both** the ARRA funds and the regular FY allocation to all schools being served with Title I funds according to the public school ranking page.
- School poverty level must be 40% and at or above the district poverty average.

- The school will participate in training to prepare to be a school-wide project.
  (The district Title I director and the principal must attend an SEA-sponsored training.)
- The district Title I director will lead the school through the planning process and development of the school strategic plan.
- The school strategic plan will be evaluated by the LEA and submitted to the SEA.

TITLE I Fiscal Issues

Maintenance of Effort (MOE)

Maintenance of effort requires LEAs to demonstrate that the level of state and local funding remains constant from year to year. The statute states that an LEA may receive Title I funds only if the SEA determines that the LEA has maintained its fiscal effort. Under sections 1120A (a) and 9521 of the ESEA, an LEA may receive funds under Title I, Part A for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year were not less than 90 percent of the combined fiscal effort per student, or aggregate expenditures, for the second preceding fiscal year. This information is entered annually in the county strategic plan. Thus, to receive its full allocation of FY 2009 Title I, Part A, ARRA funds that became available on February 17, 2009 and Title I, Part A funds that will become available on July 1, 2009 under the regular appropriation, an LEA's expenditures of State and local funds for free public education in FY 2008 (SY 2007-08) must be at least 90 percent of those expenditures in FY 2007 (SY 2006-07). If the LEA fails to meet the 90 percent mark for any fiscal year, the SEA must reduce the amount of funds allocated under the Title I, Part A program in the exact proportion to which the LEA fails to meet the 90% requirement.

Supplement Not Supplant

The supplement, not supplant, provision requires that federal funds be used to augment the regular education program, not substitute for funds or services that otherwise would be provided by state or local funds. The supplement, not supplant, requirements in sections 1120A (b) and (d) and 1114(a) (2) (B) of the ESEA **apply** to Title I, Part A, ARRA funds. A determination of supplanting necessitates determining what activities an LEA would conduct with non-federal funds if it had no Title I, Part A funds. Generally, an LEA may not use Title I, Part A funds for activities that it would have conducted in the absence of Title I, Part A funds.

Several situations give rise to a presumption of supplanting (*i.e.*, a presumption that the LEA would conduct the activity with non-federal funds if it had no Title I, Part A funds available):

- the activity is required by local, state, or other federal law;
- the LEA conducted the activity in the prior year with non-federal funds; or
- the LEA uses non-federal funds to provide the same activity for non-Title I students or in non-Title I schools that it provides with Title I, Part A funds for Title I students in Title I schools.

Thus, the use of Title I, Part A, ARRA funds for an activity that an LEA provided in the prior year with non-federal funds generally gives rise to a presumption that the LEA would have continued to use non-federal funds to conduct the activity this year in the absence of Title I, Part A, ARRA funds and, therefore, the use of Title I, Part A funds for that activity would constitute supplanting. **The Title I, Part A supplement, not supplant, requirements concern only an LEA's use of non-federal funds. The supplement, not supplant,**

provision does not apply to use of the SFSF funds when these funds are *braided* with the Title I, Part A, ARRA funds and IDEA, ARRA funds.

Comparability

Comparability requires LEAs to document annually that the services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools within the LEA. LEAs and schools receiving Title I, Part A, ARRA funds meet the comparability requirements in section 1120A(c) of the ESEA. To meet the Title I, Part A comparability requirements, an LEA must use state and local funds in each Title I school to provide services that, taken as a whole, are at least comparable to the services it provides in non-Title I schools. **Because SFSF are federal funds, they are not included in comparability determinations.**

Carryover

There is a limit on the time period for which federal education funds are available for use by SEAs and LEAs. Title I is subject to a unique cap in that LEAs receiving $50,000 or more annually may carryover only 15% of the grant allocation. Title I, Part A, ARRA funds combined with the WV FY allocation for 2010 is WV FY 2010 funds. Accordingly, the initial period of availability ends on **September 30, 2010**, and **all unobligated Title I, Part A, ARRA funds become carryover as of that date.** Unless it is granted a waiver, an **LEA must obligate at least 85 percent of its total FY 2009 Title I, Part A funds, including its Title I, Part A, ARRA funds, by September 30, 2010** (Section 1127(a) of the ESEA). An LEA must obligate all of its Title I, Part A, WV FY 2010 funds, including its Title I, Part A, ARRA funds, by September 30, 2011.

ARRA Individuals with Disabilities Act (IDEA) Formula Grants

LEAs must use their funds under this grant according to the statutory and regulatory provisions of IDEA, Part B. The provision for using these funds to supplement, not supplant, funds from non-federal sources applies to use of these funds under the ARRA formula grants.

Chart D: IDEA Program Allowable and Non-Allowable Expenses

IDEA Program	**ARRA IDEA, Part B, Sections 611 and 619**	
Purpose of Program	To provide assistance with the excess costs of educating children with disabilities	
Item(s)	**Allowable Expenses**	**Non-allowable Expenses**
Program Administrators	X	
Teachers	X	
Paraprofessionals	X	
Tutors	X	
Support Staff	X	
Professional Development	X	
Program Evaluation	X	
Materials and Supplies	X	
Parental Involvement Activities	X	
Equipment	X	
Coordinated Early Intervening Services (CEIS)	X	
Services to Students Parentally Placed in Private Schools	Special education services to children placed in private schools	Generally, expenditures that primarily benefit the school itself
Indirect Costs	X	
Construction	X	

All IDEA, Part B recovery funds must be used consistently with the current IDEA, Part B statutory and regulatory requirements and applicable requirements in the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR). An LEA must use IDEA recovery funds only for the excess costs of providing special education and related services to children with disabilities, except where IDEA specifically provides otherwise.

The IDEA recovery funds constitute a large one-time increment in IDEA, Part B funding that offers LEAs a unique opportunity to improve teaching and learning and results for students with disabilities. Generally, funds should be used for short-term investments that have the potential for long-term benefits, rather than for expenditures the LEAs may not be able to sustain once the recovery funds are expended. Additional federal guidance will be forthcoming on use of funds for Response to Intervention (RTI) and positive behavior

supports. Some possible uses of these limited term IDEA recovery funds that are allowable under IDEA and aligned with the core reform goals for which states must provide assurances under SFSF include:

- Obtain state-of-the-art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities.
- Provide intensive, district-wide professional development for special education and regular education teachers that focuses on scaling up, through replication, proven and innovative evidence-based, school-wide strategies in reading, math, writing, science and in positive behavioral supports to improve outcomes for students with disabilities. (Note: IDEA/ARRA funds may be used to support professional development for both general and special educators related to Students with Disabilities).
- Develop, or expand, the capacity to collect and use data to improve teaching and learning.
- Expand the availability and range of inclusive placement options for preschoolers with disabilities by developing the capacity of public and private programs to serve these children.
- Hire transition coordinators to work with employers in the community to develop job placements for youth with disabilities.

IDEA, Part B, Fiscal Issues

All IDEA, ARRA funding is West Virginia FY10 funding (federal fiscal year 09). WVDE has been awarded the initial 50 percent of funds. Funding will be awarded to LEAs upon approval of a plan, which will be submitted as a component of the Five-Year Online Strategic Plan. The regular IDEA, Section 611 and Section 619 funds will be made available upon approval of the Special Education Application also submitted through the Five-Year Online Strategic Plan. An LEA should obligate the majority of IDEA, ARRA funds during school year 2009–10 and the remainder during school year 2010–11. States may begin obligating IDEA, Part B recovery funds immediately upon the effective date of the grant. All IDEA, ARRA funds must be obligated by Sept. 30, 2011.

Maintenance of Effort (MOE)

Under IDEA, section 613(a) (2) (A) (iii) (34 CFR §300.203(a) and (b)), an LEA must not use funds provided under Part B of the IDEA to reduce the level of expenditures for the education of children with disabilities made by the LEA from local, or state and local, funds below the level of those expenditures for the preceding fiscal year. The standard for determining whether the MOE requirement has been met is that the LEA actually expends, in total or per capita, an equal or greater amount of local, or state and local, funds in each subsequent year. In some circumstances, an LEA may be able to reduce the level of state and local expenditures otherwise required by the IDEA. Generally, under IDEA, section 613 (a) (2) (C), in any fiscal year that an LEA's IDEA allocation exceeds the amount the LEA received in the previous year, under certain circumstances, the LEA may reduce the level of state and local expenditures by up to 50 percent of the amount of the increase in **Section 611 ("school age") IDEA funding**, as long as the LEA uses those freed-up local funds for activities that could be supported under the ESEA.

Under IDEA section 616(f), if the SEA determines that an LEA is not meeting the requirements of Part B, including meeting targets in the state's performance plan, the SEA *must* prohibit that LEA from reducing its MOE under IDEA section 613(a)(2)(C) for any fiscal year. Therefore, an LEA must receive a determination under section 616 of "Meets Requirements" from the state in order to take advantage of this flexibility.

If an LEA takes advantage of this provision, the required MOE for future years is reduced consistent with the reduction it took, unless the LEA increases the amount of its state and local expenditures on its own. **Caution should be exercised by LEAs in reducing state and local expenditures for students with disabilities, given that unavailability of federal funds in subsequent years could result in a shortage of funding for staff required to implement special education and related services.**

LEAs that can and do take advantage of this flexibility to reduce MOE are encouraged to focus the freed-up local funds on one-time expenditures that will help the district make progress on the implementation of RTI, early intervening services for students at risk of school failure without additional support, or goals in the SFSF program such as improving the equitable distribution of effective teachers and the quality of assessments. **LEAs will be expected to track, collect and report information on the use of the freed-up funds.**

Aside from the 50 percent reduction potentially allowed to LEAs under section 613(a)(2)(C) (34 CFR §300.205), in special circumstances, LEAs may reduce their level of local, or state and local expenditures below amounts expended in the prior year for special circumstances specified under 34 CFR §300.204. **Specific documentation is required in the LEA application to support such reductions.**

Supplement Not Supplant

Under IDEA, section 613(a)(2)(A)(ii) (34 CFR §300.202(a)(3)), Part B funds must be used to supplement state, local and other federal funds used for providing services to students with disabilities. If the LEA maintains (or exceeds) its level of local, or state and local, expenditures for special education and related services from year to year, either in total or per capita, then the Part B funds are, in fact, supplementing those local, or state and local, expenditures and the LEA has met its MOE and supplement, not supplant, requirements.

Coordinated Early Intervening Services

An LEA may (or in some cases must) use up to 15 percent of its total IDEA, Part B, *School Age and Preschool Grants for Coordinated Early Intervening Services* (*CEIS*) for students in grades K - 12 who are not currently identified as children with disabilities, but who need additional academic and behavioral support to succeed in a general education environment. However, an LEA may use only up to 15 percent of its allocation minus any amount (on a dollar-for-dollar basis) by which the LEA reduced its required state and local expenditures (MOE) under section 613(a)(2)(C). Specific LEA application information and tracking are required for CEIS funding, including a definition of students served, description of program/services to be provided, schools and estimated number of students to be served and a process for identifying and tracking and reporting these students for two years following receipt of CEIS to determine whether they eventually are identified as students with disabilities.

Students Parentally Placed in Private Schools

Calculation. In calculating the proportionate share required under IDEA section 612(a)(10)(A)(i)(I), an LEA must aggregate the FY 2010 funds received under both ARRA and the regular IDEA school age allocation and apply the formula outlined in 34 CFR §300.133 to the aggregated amount. This is the formula used in the Special Education - Private School section of the Five-Year Online Strategic Plan. Similarly, for children aged

3-5, the proportionate share is based on the total FY 2010 funds received under the Preschool Grants regular and ARRA awards.

Consultation. Under section 612(a) (10) (A) (iii), timely and meaningful consultation must occur during the design and development of special education and related services. The consultation process must include discussions of "how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child-find process may meaningfully participate in special education and related services." An LEA may be able to use the mechanisms developed for the ongoing consultation process to work with representatives of the private schools located in the area served by the LEA and representatives of parents of parentally-placed private school children with disabilities in determining how the proportionate share of IDEA, ARRA funds will be expended**. In any case, an LEA must ensure that it has engaged in consultation with the private school representatives and representatives of parents of parentally-placed private school children with disabilities about how the additional funds available for services for parentally-placed private school children with disabilities will be used.**

In view of the increase in funds, consultation should include the use of carryover funds. If an LEA has not expended all the proportionate share of its Part B sub grant by the end of the fiscal year for which Congress appropriated the funds, the LEA must obligate the remaining funds for special education and related services to children with disabilities parentally-placed in private schools during a carryover period of one additional year. If included in the plan developed as a result of the consultation process**,** an LEA may spend part of the proportionate share of the IDEA, Part B, ARRA funds on children with disabilities parentally-placed in private schools in school year 2009-2010 and part in school year 2010-2011.

Chart E: ARRA Funds for Title II Part D (ESEA), Allowable and Non-Allowable Expenses

ESEA Program	**Title II, Part D, Enhancing Education Through Technology**	
Purpose of Program	• To improve student academic achievement through the use of technology in elementary and secondary schools • To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade • To encourage the effective integration of technology resources and systems with teacher training and curriculum development	
Item(s)	**Allowable Expenses**	**Non-allowable Expenses**
Technology integration specialist	X	
Professional Development techSteps Using technology equipment Technology programs/resources Technology integration WV Virtual School courses	X	
Program Evaluation	X	
Software techSteps Approved software for instruction Software to support integration of technology WV Virtual School courses	X	
Hardware Student computers Teacher computers	X	
Technology equipment Whiteboards Data projectors	X	
Indirect Costs	X	

Section III: State Fiscal Stabilization Fund (SFSF)

In West Virginia, the SFSF is a one-time appropriation of **$266,468,179.00** to help the state and local school agencies' budgets and to advance educational reform. The focus for educational reform is to be in the following areas:

(1) Increase teacher effectiveness and address inequities in the distribution of highly-qualified teachers;
(2) Establish and use a pre-K-through-college-and-career data system to track student progress and foster continuous improvement;
(3) Make progress towards rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities; and
(4) Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring.

The SFSF allocation will be distributed in two funds, Education Stabilization Fund (81.8% or $48.6 B) and Government Services Fund (18.2% or $4.35 B). The Education Stabilization Fund is to be used for stabilizing the budgets of public education and higher education. After stabilization of the education systems in the state, all remaining funds will be distributed to LEAs through the Title I, Part A, Funding Formula. The Government Services Fund can be used for public safety and other government services which may include public and higher education.

Concerns with SFSF in West Virginia

Although the West Virginia educational system has a much better financial picture than most school systems in the country, this trend is not projected to continue. Therefore, the Governor has decided to wait until May, 2009, to develop the State's budget for 2009-2010. In addition, the Governor has also decided to hold the stabilization funds until the budget projections for the 2011 year have been accurately calculated. From preliminary projections for 2011, it appears that the State is headed for a significant budget shortfall, something other states have already encountered.

Given this situation, it is recommended that county school systems not plan on the distribution of any remaining stabilization funds until the State budget projections are completed. The WVDE will provide this information as soon as it is available.

Allowable Uses of Funds

All SFSF distributed to LEAs through the Title I, Part A, Funding Formula may be used for any activity authorized under 1) Elementary and Secondary Education Act (ESEA), 2) Individuals with Disabilities Act (IDEA), 3) Carl D. Perkins Career and Technical Education Act, and/or the 4) Adult Education and Family Literacy Act. Additionally, SFSF allocations may be used for modernization, renovation, or repair of public school facilities.

Non-allowable Uses of Funds

ARRA prohibits school divisions from using SFSF funds for 1) maintenance costs, 2) stadiums or other facilities used primarily for athletic contests or other exhibitions or other events for which admission is charged to the general public, 3) the purchase, or upgrade, of vehicles, or 4) the improvement of stand-alone facilities whose purpose is not the education of children.

Web Sites

The USED guidance on this topic refers states to the National Clearinghouse for Educational Funding (NCEF) Web site for detailed information. The links to the USED guidance document and the NCEF Web site are provided below.

USED Guidance Web site: http://www.ed.gov/policy/gen/leg/recovery/modernization/index.html

NCEF Web site: http://www.ncef.org/index.cfm

Section IV: ARRA Competitive Grants and Other Programs

"Race to the Top" Competitive Grants and "What Works Innovation Competitive Grants"

"Race to the Top" Grant Program ($4.35B):

- The guidance indicates that these competitive grants to states will be made in two rounds, fall 2009 and spring 2010.
- Guidelines and applications for the competition will be developed by USED and posted on its Web site.
- The program will reward states that have made the most progress toward the standards and assessments, data systems, teacher quality, and school support goals addressed in the SFSF assurances, taking into consideration use of ARRA funds by the state.

"What Works Innovation Fund" Innovation Grant Fund ($650M):

- The guidance indicates that these competitive grants to LEAs, or partnerships of non-profit agencies and LEAs, or school consortia, with a strong record of educational results, will be made in two rounds, fall 2009 and spring 2010.
- Guidelines and applications for the competition will be developed by USED and posted on its Web site.
- The guidance encourages Governors and Chief State School Officers (CSSOs) to work closely with other state and local officials in planning reporting systems and how SFSF funds will be used.
- USED expects to issue guidance soon on the specific requirements to receive these Phase 2 SFSF funds.

IDEA Part C ($500,000.00M): 50% of the funds for this program will be available **to the Department of Health and Human Resources (DHHR)** by the end of March 2009.

Vocational Rehabilitation State Grants ($540M)**:** 50% of the funds for this program will be available to **Education and the Arts** by the end of March 2009. For programs under $500 million, all formula funds will be available by the end of March 2009.

Impact Aid Construction ($100M)
Independent Living Service ($140M)
Educational Homeless Youth ($70M)

Title I School Improvement Grants ($3B): funds will be made available **to states** in fall 2009 and will be conditioned by further USED guidance.

Educational Technology Grants ($650M)**:** half of this amount must be used for competitive grants to the LEAs and will be made available **to states** in fall 2009. These allocations will be conditioned by further USED guidance.

Teacher Incentive Fund ($200M): funds will be made available in fall 2009, based upon quality of application and will be conditioned by further USED guidance.

Teacher Quality Enhancement ($100M)**:** funds will be made available in the fall of 2009 based upon quality of application and will be conditioned by further USED guidance.

Statewide Data Systems ($250M)**:** funds will be made available **to states** in the fall of 2009 based upon quality of application and will be conditioned by further USED guidance.

Pell Grants ($17.1B)**:** funding increases the maximum Pell award **for all eligible students** from $4,850.00 to $5,350.00. Grants are available July 1 and will be used for school year 2009-2010.

Work Study ($200M)**:** Funding is available July 1 and will be used for school year 2009-2010.

Other Programs: This USED guidance does not provide specific information on other education programs funded by ARRA, apart from indicating timing for the availability of funds.

Section V: Transparency, Accountability, Reporting and Other Obligations

The LEAs should plan to capture statistics related to the ARRA Project Activities as per the federal reporting requirements. OMB will be providing further reporting requirements that states, counties and schools must utilize as they publicly report their expenditures. To maximize transparency of ARRA spending required by Congress and the Administration, agencies **must not** co-mingle ARRA funds with other funds in apportionment requests which they prepare for OMB, SF 133 budget execution reports, or data feeds or reports they provide to Recovery.Gov.

Within the agency financial systems, agencies must separately track apportionments, allotments, obligations, and expenditures related to ARRA funding. Agencies in some cases may need to use Recovery Act funds in conjunction with other funds to complete projects. Agencies may do so, but they must separately track and report the use of ARRA funds for these projects.

Upon receipt of approved federal requirements and guidance, WVDE will provide an agency template based on all of the federal reporting requirements. West Virginia LEAs and schools will not have to create local templates and may use the tools developed by WVDE to record and track agency expenditures.

Additionally, the federal government has recently posted a proposed accountability metric for public comment in the *Federal Register*. **Recognizing that the notice will provide further detail and an opportunity to comment, we are providing an overview below of the specific metrics that have been developed and are in process of being published for comment in the *Federal Register*. It is recommended that you comment on the proposed metric:**

- **Teacher effectiveness and ensuring that all schools have highly-qualified teachers:** A state would report on the extent to which all students have access to qualified and effective teachers, and whether or not teachers are evaluated based on how well their students perform. More specifically, a state would report:
  - *the number and percent of teachers in the highest-poverty and lowest-poverty schools in the state who are highly qualified;*
  - *the number and percent of teachers and principals rated at each performance level in each local educational agency's (LEA's) teacher evaluation system; and*
  - *the number and percent of LEA teacher and principal evaluation systems that require evidence of student achievement outcomes.*

- **Higher standards and rigorous assessments that will improve both teaching and learning:** A state would report the extent to which public information is available regarding student performance compared to other states; the extent to which all students are fully included in state assessment and accountability systems and are provided high-quality assessments; and how many high school seniors continue on to pursue a college education, or technical training. To this end, states would report:
  - *the most recent state reading and mathematics NAEP scores on 2009-10 State Report Cards;*
  - *whether the state is taking steps to enhance the quality of state academic assessments, including whether the state is engaged in activities consistent with section 6112(a) of the ESEA to*

1. *work in collaboration or consortia with other states or organizations to improve the quality, validity, and reliability of state academic assessments;*
2. *measure student academic achievement using multiple measures of academic achievement from multiple sources;*
3. *chart student progress over time; and*
4. *evaluate student academic achievement using comprehensive instruments, such as performance and technology-based assessments;*

- *whether the state has developed and implemented valid and reliable assessments for students with disabilities and the percent of students with disabilities tested on state mathematics and English Language Arts (ELA) assessments;*
- *whether the state has developed and implemented valid and reliable assessments for English language learners and the percent of English language learners tested on state mathematics and ELA assessments; and*
- *the number and percentage of students by school who graduate high school and go on to complete at least one year of college credit (as applicable to a degree) within two years.*

- **Intensive support, effective interventions, and improved achievement in schools that need it the most:** A state would identify schools most in need of academic intervention and report on the progress of those schools in implementing reforms to improve student academic achievement. More specifically, a state would report:
    - *the number of schools in restructuring status that have demonstrated substantial gains in student achievement, closed, or consolidated within the last three years;*
    - *of the schools in restructuring status, the number of schools in the bottom five percent that have demonstrated substantial gains in student achievement, closed or consolidated within the last three years;*
    - *the number and percent of schools in restructuring status that have made progress on state assessments in mathematics and ELA in the last year; and*
    - *whether the state allows charter schools and whether there is a cap restricting the number of such schools, the number of charter schools currently operating in the state, and the number of charter schools closed within the last three years for academic purposes.*

- **Better information to educators and the public to address the individual needs of students and improve teacher performance:** A state would report on the extent to which it has implemented a system to provide greater clarity to parents about the quality of their child's education. This system will enable educators to use real-time information about the individual needs of students, move away from a one-size-fits-all approach to education, and improve their performance. In particular, a state would report:
    - *progress towards implementing a statewide data system which includes each of the 12 elements described in the America COMPETES Act to track progress of individual students, from preschool through postsecondary education, and match students to individual teachers; and*
    - *whether all teachers in mathematics and ELA in tested grades receive timely data on the performance of their students and estimates of individual teacher impact on student achievement in a manner that informs instruction and includes appropriate benchmarks.*

As noted, while it is our expectation that states can and should make progress on each of the proposed metrics, states are not required to demonstrate progress in order to get Phase Two Stabilization funds. We are only asking states to ensure that states have in place systems to report on final metrics that are developed through

rulemaking so that parents, teachers, and policymakers have clear and consistent information about where our schools and students stand.

For each metric, a state would need to demonstrate that it collects the required data and that it will make the data easily accessible to the public. While establishing the systems and processes to report these metrics will have costs, states have received and will continue to receive substantial funds with which to help defray these costs (e.g., Statewide Data Systems, Grants for State Assessments, administration portion of all formula grants). If a state cannot report the final developed metrics, it would submit a plan detailing how it would report this information by September 30, 2011. The plan would include:

(1) a description of any issues currently preventing the state from collecting and/or reporting the data;
(2) a description and timeline of its plan for developing a system to collect and report the data;
(3) a timeline for implementing the plan;
(4) the sources of funds the state would use to carry out its plan, and
(5) its process for disseminating the data.

President Obama has made clear that every dollar spent under the ARRA will be subject to the most stringent standards of accountability and transparency. A government-wide Recovery Accountability and Transparency Board will coordinate and conduct oversight of program funds to prevent fraud, waste, and abuse. The Board will maintain a public Web site, http://www.recovery.com, which will monitor the progress of the economic recovery and the use of funds under the Act. USED will post all state applications for Stabilization funding on this Web site.

States and other entities must maintain records that track separately the funds received under each grant award and report quarterly on both financial information and on program outcomes and results. In addition, for each year of the Stabilization program, states must report to the USED on, among other things: (1) the use of funds provided under the program; (2) the estimated number of jobs created, or saved, with program funds; (3) estimated tax increases that were averted as a result of program funds; and (4) standing with respect to fulfilling the application assurances described above.

APPENDIX A

Preliminary County-by-County ARRA and Fiscal Year Allocations

Table 1
COUNTY BOARDS OF EDUCATION
WV FY 2010 TITLE I, PART A ALLOCATIONS AND THE
AMERICAN RECOVERY & REINVESTMENT ACT (ARRA)

County	Preliminary WV FY 2010 Total Title I Allocation-Regular Approp. Only	Preliminary Total WV FY 2010 ARRA Title I Allocation	Total Allocation (Includes Reg Title I and ARRA)
BARBOUR	$ 1,024,114	$ 719,577	$ 1,743,691
BERKELEY	$ 3,113,299	$ 2,128,750	$ 7,889,830
BOONE	$ 1,401,409	$ 744,998	$ 2,360,670
BRAXTON	$ 1,176,546	$ 550,409	$ 1,257,553
BROOKE	$ 705,156	$ 394,664	$ 1,733,842
CABELL	$ 4,915,823	$ 3,527,218	$ 6,348,829
CALHOUN	$ 492,449	$ 315,271	$ 624,876
CLAY	$ 1,069,905	$ 555,470	$ 1,065,471
DODDRIDGE	$ 383,221	$ 241,518	$ 633,640
FAYETTE	$ 3,206,685	$ 2,296,048	$ 3,508,551
GILMER	$ 370,123	$ 238,861	$ 523,059
GRANT	$ 506,411	$ 306,498	$ 997,470
GREENBRIER	$ 1,592,785	$ 991,613	$ 2,715,972
HAMPSHIRE	$ 1,167,459	$ 639,553	$ 1,867,990
HANCOCK	$ 991,993	$ 564,528	$ 2,091,343
HARDY	$ 457,183	$ 258,284	$ 1,183,489
HARRISON	$ 4,039,998	$ 2,789,698	$ 5,653,038
JACKSON	$ 1,213,276	$ 728,595	$ 2,473,998
JEFFERSON	$ 998,088	$ 671,615	$ 3,849,015
KANAWHA	$ 9,587,970	$ 7,385,481	$ 14,135,486
LEWIS	$ 919,475	$ 530,039	$ 1,373,370
LINCOLN	$ 1,787,616	$ 991,087	$ 2,009,652
LOGAN	$ 2,831,580	$ 1,365,995	$ 3,228,441
MARION	$ 2,423,026	$ 1,437,555	$ 3,961,360
MARSHALL	$ 1,523,887	$ 942,471	$ 2,521,412
MASON	$ 1,291,740	$ 764,179	$ 2,269,907
MCDOWELL	$ 4,130,973	$ 2,555,940	$ 2,216,756
MERCER	$ 3,876,487	$ 2,677,832	$ 4,866,006
MINERAL	$ 1,205,220	$ 729,237	$ 2,266,662
MINGO	$ 2,629,038	$ 1,747,356	$ 2,537,936
MONONGALIA	$ 2,076,579	$ 1,342,468	$ 4,860,789
MONROE	$ 520,488	$ 307,082	$ 1,009,082
MORGAN	$ 457,233	$ 255,999	$ 1,257,109
NICHOLAS	$ 1,388,471	$ 835,733	$ 2,122,593
OHIO	$ 1,836,330	$ 1,165,327	$ 2,620,999
PENDLETON	$ 209,921	$ 119,618	$ 574,783
PLEASANTS	$ 208,559	$ 111,237	$ 689,323
POCAHONTAS	$ 365,074	$ 220,980	$ 651,109
PRESTON	$ 1,382,682	$ 854,087	$ 2,349,249
PUTNAM	$ 1,299,914	$ 913,899	$ 4,489,976
RALEIGH	$ 4,221,565	$ 2,951,221	$ 6,146,119
RANDOLPH	$ 1,614,282	$ 1,075,647	$ 2,279,482
RITCHIE	$ 476,740	$ 296,308	$ 848,360
ROANE	$ 1,032,383	$ 734,041	$ 1,365,059
SUMMERS	$ 936,175	$ 576,380	$ 815,101
TAYLOR	$ 801,472	$ 508,007	$ 1,233,727
TUCKER	$ 289,107	$ 153,561	$ 564,836
TYLER	$ 501,015	$ 333,295	$ 772,193
UPSHUR	$ 1,466,132	$ 1,011,041	$ 1,943,183
WAYNE	$ 2,579,975	$ 1,320,307	$ 3,946,284
WEBSTER	$ 1,023,616	$ 596,832	$ 851,008
WETZEL	$ 823,922	$ 518,475	$ 1,549,383
WIRT	$ 353,281	$ 237,832	$ 507,500
WOOD	$ 4,692,438	$ 3,329,124	$ 6,491,819
WYOMING	$ 1,909,719	$ 1,295,266	$ 2,179,967
PART D SUBPART 2	$ 371,949	$ 127,181	$ 143,693
	$ -		
TOTALS	$ 93,871,957	$ 60,981,288	$ 142,172,041

LEA allocations are not final. SEA must adjust these allocations to provide for school improvement and State administration and to account for eligible LEAs not on the Census list that did not receive an allocation from ED.

APPENDIX A (continued)

TABLE 2

COUNTY BOARDS OF EDUCATION, WVSD&B, & OIEP
SPECIAL EDUCATION - SCHOOL AGE ALLOCATION (611)
8715-096 IDEA PART B PROJECTIONS
FOR THE 2009-10 YEAR

County	REG IDEA 2010 Allocation	IDEA ARRA 2010 Allocation	Total Entitlement (Includes Reg IDEA and ARRA)
BARBOUR	$ 604,275	$ 692,484	$ 1,296,759
BERKELEY	$ 3,380,498	$ 4,509,332	$ 7,889,830
BOONE	$ 1,117,522	$ 1,243,148	$ 2,360,670
BRAXTON	$ 626,513	$ 631,040	$ 1,257,553
BROOKE	$ 829,345	$ 904,497	$ 1,733,842
CABELL	$ 2,983,133	$ 3,365,696	$ 6,348,829
CALHOUN	$ 311,401	$ 313,475	$ 624,876
CLAY	$ 489,006	$ 576,465	$ 1,065,471
DODDRIDGE	$ 299,993	$ 333,647	$ 633,640
FAYETTE	$ 1,642,893	$ 1,865,658	$ 3,508,551
GILMER	$ 262,148	$ 260,911	$ 523,059
GRANT	$ 465,465	$ 532,005	$ 997,470
GREENBRIER	$ 1,296,532	$ 1,419,440	$ 2,715,972
HAMPSHIRE	$ 849,194	$ 1,018,796	$ 1,867,990
HANCOCK	$ 960,120	$ 1,131,223	$ 2,091,343
HARDY	$ 552,902	$ 630,587	$ 1,183,489
HARRISON	$ 2,653,553	$ 2,999,485	$ 5,653,038
JACKSON	$ 1,148,777	$ 1,325,221	$ 2,473,998
JEFFERSON	$ 1,726,618	$ 2,122,397	$ 3,849,015
KANAWHA	$ 6,464,486	$ 7,671,000	$ 14,135,486
LEWIS	$ 648,748	$ 724,622	$ 1,373,370
LINCOLN	$ 994,064	$ 1,015,588	$ 2,009,652
LOGAN	$ 1,478,947	$ 1,749,494	$ 3,228,441
MARION	$ 1,793,999	$ 2,167,361	$ 3,961,360
MARSHALL	$ 1,219,999	$ 1,301,413	$ 2,521,412
MASON	$ 1,107,891	$ 1,162,016	$ 2,269,907
MCDOWELL	$ 1,145,200	$ 1,071,556	$ 2,216,756
MERCER	$ 2,249,668	$ 2,616,338	$ 4,866,006
MINERAL	$ 1,060,599	$ 1,206,063	$ 2,266,662
MINGO	$ 1,235,051	$ 1,302,885	$ 2,537,936
MONONGALIA	$ 2,178,892	$ 2,681,897	$ 4,860,789
MONROE	$ 475,521	$ 533,561	$ 1,009,082
MORGAN	$ 543,754	$ 713,355	$ 1,257,109
NICHOLAS	$ 1,008,542	$ 1,114,051	$ 2,122,593
OHIO	$ 1,222,037	$ 1,398,962	$ 2,620,999
PENDLETON	$ 277,147	$ 297,636	$ 574,783
PLEASANTS	$ 333,651	$ 355,672	$ 689,323
POCAHONTAS	$ 318,306	$ 332,803	$ 651,109
PRESTON	$ 1,125,630	$ 1,223,619	$ 2,349,249
PUTNAM	$ 2,087,059	$ 2,402,917	$ 4,489,976
RALEIGH	$ 2,828,923	$ 3,317,196	$ 6,146,119
RANDOLPH	$ 1,070,510	$ 1,208,972	$ 2,279,482
RITCHIE	$ 418,289	$ 430,071	$ 848,360
ROANE	$ 663,241	$ 701,818	$ 1,365,059
SUMMERS	$ 388,692	$ 426,409	$ 815,101
TAYLOR	$ 581,372	$ 652,355	$ 1,233,727
TUCKER	$ 256,604	$ 308,232	$ 564,836
TYLER	$ 367,848	$ 404,345	$ 772,193
UPSHUR	$ 893,444	$ 1,049,739	$ 1,943,183
WAYNE	$ 1,847,477	$ 2,098,807	$ 3,946,284
WEBSTER	$ 413,414	$ 437,594	$ 851,008
WETZEL	$ 767,866	$ 781,517	$ 1,549,383
WIRT	$ 248,613	$ 258,887	$ 507,500
WOOD	$ 2,927,975	$ 3,563,844	$ 6,491,819
WYOMING	$ 1,050,986	$ 1,128,981	$ 2,179,967
WV Sch D & B	$ 96,575	$ 47,118	$ 143,693
OFC OF INST ED	$ 249,454	$ 217,790	$ 467,244
	$ -		
TOTALS	$ 66,240,362	$ 75,951,991	$ 142,192,353

APPENDIX A (continued)

TABLE 3

COUNTY BOARDS OF EDUCATION & WVSD&B
SPECIAL EDUCATION - PRESCHOOL ALLOCATION (619)
8715-096 IDEA PART B PROJECTIONS
FOR THE 2009-10 YEAR

County	REG IDEA 2010 Allocation	ARRA IDEA 2010 Allocation	Total PS Entitlement (Includes Reg IDEA and ARRA)
BARBOUR	$ 23,704	$ 33,053	$ 56,757
BERKELEY	$ 51,146	$ 215,210	$ 266,356
BOONE	$ 43,442	$ 59,333	$ 102,775
BRAXTON	$ 50,860	$ 30,120	$ 80,980
BROOKE	$ 22,854	$ 43,169	$ 66,023
CABELL	$ 99,529	$ 160,639	$ 260,168
CALHOUN	$ 31,742	$ 14,962	$ 46,704
CLAY	$ 10,042	$ 27,517	$ 37,559
DODDRIDGE	$ 3,591	$ 15,926	$ 19,517
FAYETTE	$ 97,696	$ 89,047	$ 186,743
GILMER	$ 16,659	$ 12,454	$ 29,113
GRANT	$ 15,358	$ 25,392	$ 40,750
GREENBRIER	$ 64,423	$ 67,748	$ 132,171
HAMPSHIRE	$ 32,146	$ 48,628	$ 80,774
HANCOCK	$ 17,159	$ 53,988	$ 71,147
HARDY	$ 19,784	$ 30,096	$ 49,880
HARRISON	$ 105,146	$ 143,155	$ 248,301
JACKSON	$ 88,161	$ 63,246	$ 151,407
JEFFERSON	$ 31,810	$ 101,283	$ 133,093
KANAWHA	$ 218,535	$ 366,123	$ 584,658
LEWIS	$ 37,804	$ 34,585	$ 72,389
LINCOLN	$ 53,993	$ 48,477	$ 102,470
LOGAN	$ 54,415	$ 83,500	$ 137,915
MARION	$ 54,171	$ 103,442	$ 157,613
MARSHALL	$ 58,528	$ 62,113	$ 120,641
MASON	$ 63,789	$ 55,461	$ 119,250
MCDOWELL	$ 21,009	$ 51,152	$ 72,161
MERCER	$ 95,214	$ 124,878	$ 220,092
MINERAL	$ 45,363	$ 57,561	$ 102,924
MINGO	$ 33,281	$ 62,188	$ 95,469
MONONGALIA	$ 58,836	$ 127,990	$ 186,826
MONROE	$ 30,897	$ 25,467	$ 56,364
MORGAN	$ 11,092	$ 34,046	$ 45,138
NICHOLAS	$ 35,599	$ 53,173	$ 88,772
OHIO	$ 56,642	$ 66,767	$ 123,409
PENDLETON	$ 18,136	$ 14,206	$ 32,342
PLEASANTS	$ 23,025	$ 16,975	$ 40,000
POCAHONTAS	$ 21,555	$ 15,886	$ 37,441
PRESTON	$ 24,009	$ 58,401	$ 82,410
PUTNAM	$ 33,913	$ 114,675	$ 148,588
RALEIGH	$ 116,981	$ 158,325	$ 275,306
RANDOLPH	$ 24,487	$ 57,703	$ 82,190
RITCHIE	$ 26,467	$ 20,527	$ 46,994
ROANE	$ 46,530	$ 33,499	$ 80,029
SUMMERS	$ 9,956	$ 20,353	$ 30,309
TAYLOR	$ 34,849	$ 31,135	$ 65,984
TUCKER	$ 17,172	$ 14,711	$ 31,883
TYLER	$ 18,684	$ 19,299	$ 37,983
UPSHUR	$ 22,453	$ 50,104	$ 72,557
WAYNE	$ 75,009	$ 100,175	$ 175,184
WEBSTER	$ 18,216	$ 20,888	$ 39,104
WETZEL	$ 32,496	$ 37,299	$ 69,795
WIRT	$ 18,114	$ 12,356	$ 30,470
WOOD	$ 101,100	$ 170,089	$ 271,189
WYOMING	$ 46,776	$ 53,886	$ 100,662
WV Sch D & B	$ 44,697	$ 2,250	$ 46,947
TOTALS	2,529,045	3,614,631	6,143,676

APPENDIX B

Suggested Guidelines for Strategic Planning for Use of ARRA Funds

County/School strategic planning teams should be convened to take a comprehensive approach in the discussion/planning for using ARRA funds—keeping in mind that these are non-recurring federal funds. Items to consider in the planning and discussion include, but are not limited to:

- **Read the "WV Guidebook for the Use of ARRA Funds"**
- **Review/Discuss the six fundamental premises of the ARRA act (See page 3 of the Guidebook)**
  --*Spending of funds quickly and saving jobs*
  --*Advancing education reform and long-lasting results, particularly in the areas of college and career-ready standards and assessments*
  --*Creating Pre-K to IHE data systems*
  --*Improvements in teacher effectiveness*
  --*Providing equitable distribution of effective teachers/effective supports*
  --*Assuring interventions for lowest-performing schools*
- **Review/Discuss the guiding principles for planning to spend ARRA monies:**
  --*restore and create jobs*
  --*increase transparency to taxpayers for use of funds through federal and state accountability metrics*
  --*make transformation investments in schools and classrooms in the next two years*
  --*transform classroom instruction and school performance so ALL students can achieve international benchmarked standards*
- **Review/Discuss the "Development of an Infrastructure for Planning and Budgeting Funds for 21st Century Learning"**
- **Review/Discuss the allowable uses of the three formula grants outlined in section II of the WV Guidebook**
- **Review/Discuss the proposed metrics in the Guidebook that may be used to track funding and expenditures, ultimately for reporting assurances**
- **Review the goals, objectives and action steps in your 2008-09 county/school strategic plan. Review county/school data (including the WVDE Literacy Framework) to assist in further prioritizing needs for ARRA funds. In the review of your plan and data, identify--**
  --*existing goals/objectives/action steps can be supported/expanded with the ARRA funds*
  --*develop new goals/objectives/action steps to reflect creative/innovative programs/initiatives that support student achievement (transform education in the district and develop an infrastructure for 21st century learning) in view of your county/school data analysis*
- **Consider how you as a county/school will make your ARRA expenditures transparent via the Five Year Electronic Strategic Plan, in terms of alignment between objectives and action steps and ARRA expenditures**
- **County teams should work closely with the county treasurer to assure that all budget codes for ARRA expenditure are appropriately assigned.**
- **Schools that are recipients of ARRA funds must have incorporated in their strategic plans the district funding priorities for that school in the form of action steps**

APPENDIX C

Framework for Literacy PreK-12 Found on TEACH 21 Web Site

1. Proceed to the Web site: http://wvde.state.wv.us/teach21/.

2. From the blue menu bar at the top left of the page, click CURRICULUM.

3. Scroll down to the last item in the drop-down list, *Framework for Literacy PreK-12*.

4. Click on that link and select either Open or Save

5. View the document online with the "Open" selection or save a copy to file for viewing offline or for printing with the "Save" selection.

APPENDIX D

Contact Information and Protocols for Questions

Title I Contact – Jan Stanley

304-558-7508

jstanley@access.k12.wv.us

Individuals with Disabilities Act (IDEA) Contact – Dr. Lynn Boyer

304-558-2696

lboyer@access.k12.wv.us

Title II, Part D (ESEA) Contact - Brenda Williams

304-558-7880

brendaw@access.k12.wv.us

State Fiscal Stabilization Fund (SFSF) Contact – Dr. Jan Barth

304-558-2546

jbarth@access.k12.wv.us

WVDE will develop a link from http://wvde.state.wv.us where you may post your questions. Questions will be answered in a timely fashion. WVDE will also offer on this site an informational podcast. In addition, a series of conference calls are being planned with the WV educational community.

West Virginia
Department of Education

Dr. Steven L. Paine
State Superintendent of Schools